Lesson Plan Template Rev 08/11/2011 Dr. Thieman

Excellent lesson teaches historical reasoning skills. Effective use of technology Well Done 10/10

Name: Todd Whitford

Age/Grade Level: 11

Subject Area(s): U.S. History

Unit Title: WWII: The African American

Experience

Lesson Title: EO 8802 and A. Philip Randolph

Estimated Time: 60

**Purpose/Rationale for lesson:**

**Curriculum Framing Questions:**

Essential Question: How does war contribute to social change?

Unit Question that applies to this lesson: How did the mobilization for war change

the social fabric of the United States? How did this specifically impact African

Americans before and after WWII?

Lesson or Content Question(s): Who was A. Philip Randolph and what was he

trying to accomplish? How did Randolph seek to accomplish his goal,

what were some of his strategies? What was Executive Order 8802, who issued it,

and what effect did it have on African Americans? Did EO 8802 contribute to

meaningful social change for African Americans?

**Goal:** Students will understand the significance of EO 8802 (the desegregation of wartime industries) for African Americans living in a highly segregated society. They will understand the role that A.Philip Randolph played in the issuance of EO 8802. Students will also be able to make connections between A. Philip Randolph, EO 8802, and the impending civil rights movement that followed in the years after WWII.

**Learning Objective(s):** Students will be able to… CLEAR

\*Articulate the relationship between EO 8802 and meaningful social change that contributed to the Civil Rights Movement.

\*Hypothesize how they would have responded to EO 8802 and the desegregation of wartime industries.

\*Analyze various media sources for a more complete understanding of the African American experience of WWII.

\*Compare/contrast their understanding of the impact of EO 8802 and its legacy with other students.

**Curriculum Standard(s):**

SS.HS.HS.03 Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.

SS.HS.HS.02 Compare and contrast institutions and ideas in history, noting cause and effect relationships.

**Materials Needed:**

For the class:

<http://www.democracynow.org/2009/5/11/rising_from_the_rails_how_a> (4:28-8:30)

This four-minute clip gives a brief introduction to A. Philip Randolph and his work to unionize African American Pullman Car workers. It also introduces his influence on FDR to issue Executive Order 8802 by threatening a “March on Washington” in 1941. This clip serves to introduce the significance of the desegregation of wartime industries for African Americans and establishes a connection to other important WWII era gains for African Americans.

<https://educate.intel.com/workspace/student/loginpage.aspx?LID=en> Effective use of technology One suggestion is to be specific and ask students to save their ranking and then click on the link to compare their ranking to other students (instead of “play around”)

6 laptops

The class will be broken into 6 groups for a visual ranking/timeline exercise (link above). Each group will need a computer, the teacher login name, a team login name, a team password, and an activity guide sheet that briefly describes each event that they are asked to put in chronological order.

Teacher Login: Mr. Whitford

Team Login: Team 1

Team Password: Team 1

For each student:

3x5 exit cards (one side will serve as an entrance card and one side will serve as an exit card to allow for a pre and post assessment)

EO 8802 handout: <http://teachingamericanhistory.org/library/index.asp?document=547>

This handout is the exact text of EO 8802

Questionnaire for following along with film clip

Homework assignment sheet

**Background knowledge or skills students need prior to lesson:**

Students will need to understand the domestic and international events and circumstances that preceded U.S. involvement in WWII. They will also need to have an understanding of the African American experience in the U.S. from slavery to the start of WWII. In the lesson that precedes this one, students will be reminded about the realities of segregation in the U.S. including the differences between de facto and de jure segregation, military segregation, and the “Jim Crow” South. The students will also need to have prior experience working with Intel’s Visual Ranking Tool for one of the in class assignments. It is very easy to teach students how to do this. Takes about 5 minutes.

**Procedures:**

Step One: **The Hook** a.k.a. Bell Work (5 min.)

As students enter the classroom they will be handed a 3x5 card with a number from 1-6 on it. This card will determine what table the student will sit at for the day and will also serve as the student’s entrance and exit cards.

As students shuffle in and find their assigned tables they will be directed to a “bell work” question on the overhead. Students will be asked to reflect on the previous lesson about segregation in the United States, paying particular attention to the “Jim Crow” South.

The Prompt: Think about our last class on segregation. Now, imagine that you are an African American living in the segregated South when you receive a letter from your cousin in Portland, OR letting you know about a job that has become available in the shipyard that he works in. Would you make the move? What factors might keep you at home? What factors might entice you to move?

While students are writing their responses the teacher will be taking roll and conducting the daily office procedures of passing back assignments, etc.

Step Two: Group Share (5 min.)

After the teacher has completed all of the necessary house keeping, he/she will reconvene the class for a report out about what sorts of considerations the students came up with. The teacher will begin by sharing one of his/her own considerations. For example, the teacher might offer that leaving family behind might be a significant consideration affecting his/her decision. The teacher will then ask for volunteers to share about their reflections. As the students respond, he/she will write down key points or arguments on the board. If the class seems engaged the teacher will let the discussion continue. If no one volunteers, the teacher will call on students at random to get the ball rolling.

Step Three: Film Clips! (5 min.) Good use of a Focus for Media Interaction

When the class discussion comes to a conclusion the teacher will direct the students to the front of the room for a short film clip on A. Philip Randolph and EO 8802. The teacher will hand out a question sheet to keep the students focused while watching the short clip. The questions will also serve as the foundation of the pair-share and class report out that will follow the film. The students will be asked to consider the following questions while watching the clip:

1. Who was A. Philip Randolph?
2. What were some gains made for Pullman Porters after A. Philip Randolph unionized them?
3. How do you suppose Randolph was able to get the ear of the President and to pass the Fair Employment Practices Act (EO 8802)? (this question requires critical reflection)

Step Four: Pair-Share (5 min.)

After the clip ends the teacher will give the students a few seconds to finish up their answer to question number three. The teacher will then instruct the students to discuss their answers and impression of the clip with their shoulder partner for five minutes. As the students are discussing A. Philip Randolph and their answers to the film questions the teacher will walk around the room to ensure that all students are engaged and on task. The teacher will be sure to stop at each table to ask if the students have any clarification questions or insights.

Step Five: Whip Around: (5 min.)

After the time is up for the pair-share the teacher will reconvene the class for a quick whip around the room. As students answer questions and offer insights about the clip the teacher will challenge the students to think critically about why someone with a losing record like A. Philip Randolph was able to “strong arm” FDR into issuing EO 8802. The teacher will seek to push the students to think critically about what impact EO 8802 might have on African Americans who, at this point in time, were still largely concentrated in the rural South. The teacher hopes to guide the students toward coming to an answer on their own, but if they do not come to the answer, the teacher will hold off until they have more evidence to reflect on.

Step Six: Primary Document! (10 min.)

To conclude the whip around the teacher will introduce the situation that facilitated the issuance of EO 8802. The teacher will explain Randolph’s threatened “March on Washington” and how it facilitated a meeting between Randolph and FDR. The teacher will then distribute the text of EO 8802 for the class to read along to. The teacher will read the text out loud while students read along. The teacher will stop and explain language when necessary to ensure that all students understand the implications of the Executive Order.

The teacher will facilitate a group discussion about the meaning of EO 8802 by asking the following questions:

1. What does EO 8802 do?
2. Why was EO 8802 necessary?
3. Why do you think FDR included the section about “available and needed workers” being barred from employment?
4. What do you think EO 8802 meant for African Americans living in the South? How about those already in the North?
5. What impact do you think EO 8802 had on the demographic make-up of the US considering that most wartime industries were in the North?
6. Do you think FDR would have issued EO 8802 without pressure from folks like Randolph? What language in the text makes you think that he might of? Or might not have? Do you have any information on the influence of Eleanor Roosevelt on her husband’s decision?

The teacher will call on students at random, unless there are plenty of volunteers. The teacher will ask students he/she has not heard from in class today if they have anything to add on before transitioning to the next activity. As the students respond, the teacher will write key thoughts on the board to continue the visual dialogue from the earlier discussion. This will allow both the students and the teacher to see where the class has been and where it is now. This assessment strategy will allow the teacher to make any necessary adjustments.

Step Seven: Visual Ranking Timeline Activity: (15-20 min)

The teacher will get the class back together after the discussion to introduce the next activity. The next activity is designed to help the students put EO 8802 into a larger perspective and hopefully allow them to make connections between EO 8802 and the upcoming unit on Civil Rights.

The teacher will pass out one laptop computer from the computer cart to each group of students. The groups will also receive an activity description that includes descriptions of what they will be asked to rank.

Visual Ranking Activity: Putting EO 8802 in Perspective:

1. Follow the teachers log in instructions (teacher demonstration at front of class)
2. Place the following list of terms in what you think is chronological order. Remember, you will not be penalized for placing them in the wrong order, some of them you have not learned about yet! After you have placed them in the order you think they occurred, click around and compare your group to others and to the class as a whole.

-Brown v. Board: the Supreme Court decision that required the desegregation of public schools in the United States (1954)

-Desegregation of War Time Industries (EO 8802- you should know this one by now!) (1941)

-Desegregation of the Military (EO 9981) (1948)

-Civil Rights Act: landmark legislation that outlawed discrimination against African Americans and Women in schools, employment, and public accommodations. (1964)

-Martin Luther King’s March on Washington for Jobs and Freedom: the march was a public outcry for civil and economic rights. MLK issued his famous “I Have a Dream Speech” here.(1963)

\*dates in parentheses are for teacher reference only.

As the students order the events the teacher will walk around to see how the students are doing, evaluate their responses, and to make sure that they are all on task.

Once all the groups have had the opportunity to order the events and compare their results with the class the teacher will gather the class to attention and reveal the real order. The teacher will compare each group’s response to the correct response on the overhead. The teacher will reemphasize that the purpose of the task was to **demonstrate the interconnectedness** of what they have been learning to the upcoming unit on the Civil Rights Movement. By highlighting that EO 8802 was the first of the five events to occur, the hope is that the students will come away from the activity with better understanding of how desegregation unfolded in America and the role that WWII played in that process. Excellent integration of chronological thinking

The teacher will than call on students to share something that they learned, or something that surprised them about this activity. The teacher will get a pretty good idea of whether or not the activity worked by the students’ responses. Hopefully they will be able to place EO 8802 into a larger societal context at this point.

Step Eight: Exit Cards and Homework! (5-10 min)

Depending on how much time is left after the visual ranking activity, the teacher will either introduce the homework assignment or bring class to a close with the exit card question.

If there is time the teacher will introduce the homework assignment by sharing with the students the details of how EO 8802 and the boom in wartime industries resulted in a “Second Great Migration” of African Americans from the rural “Jim Crow” South to the “more” integrated and urban North. The teacher will touch on the push and pull factors that contributed to this migration before giving out the assignment.

The Assignment:

Refer back to the Bell Work question this morning where you were asked to consider whether or not you would move to Portland, OR for a job in the shipyards with your cousin. Now, imagine that you took the job and made the move despite any hesitations you might have had. The assignment is for you to write a letter to your family back home (at least 250 words). Your letter should include a personal reflection on the social differences between living in the North and the South, whether or not you would encourage the rest of your family to make the move as well (why or why not?) and what the biggest challenges you face day-to-day are. An “A” letter will address all three components with clarity and insight. A “B” will address all three, but might lack some personal insight or critical reflection. And a “C” will address two of the three components with some evidence of personal insight.

Exit Cards: in the few remaining minutes of class, students will be asked to flip over their numbered index cards from the start of class (that contain their bell work responses) and respond to the following question: Do you think that EO 8802 would have been issued without public pressure from A. Philip Randolph? Why or why not? Consider the language of EO 8802 in your response. If FDR had not issued EO 8802, do you think our community would look different today? Give a couple of examples to defend your answer. The students will turn in the cards on their way out of class. The exit cards will serve as a post assessment of the lesson, but will also give the teacher some ideas about how to make the lesson better, and provide a starting point for the next lesson if some things are not clear to the students. The prompt also serves as a foundation for the next lesson on Vanport and local impacts of WWII on African Americans.

**Differentiation/Accommodation** for diverse learners in your classroom.

For this lesson differentiation will require providing links to all lesson material used for students with computer requirements. The only in class reading is the text of EO 8802, and I will be reading it out loud as the students follow along. I will also be explaining the context and any difficult vocabulary as I go along (interpreting the legal language). The lesson is set up to allow for multiple assessment strategies: written, oral, and group. The homework assignment is to be written, but students who have an IEP that demonstrates difficulty writing can record a voicemail to their families as an oral assessment of their understandings. That’s a neat alternative using oral communication skills

The TAG student will be encouraged to help students in the class that are having difficulty, serving as a peer educator. The TAG student will also be encouraged to consider what factors might dissuade him/her from encouraging family to come to Portland (i.e. de facto segregation in Portland via Vanport, etc.). Asking the TAG student to explore an alternative perspective indepth is approprite.

The two students with IEPs will be placed together in a group with two mainstream students that have demonstrated a willingness to help other students that need it. The student with ADHD will be placed in a group at the front of the class where his/her focus is less likely to stray. He/she will also be provided with a stimulator object if the IEP recommends this accommodation.

All information and a summary of our in class lists will be posted to the instructor Wiki so that all students can access it for future reference. I hope you create the wiki and begin to add resources to it. Nick Verbon created one for his group’s unit.

**Attention to Literacy:** Students will unpack text to provide context to the assignments and the lesson. What do you mean by “unpack text”? They will be challenged to create their own meaning from analyzing the text. OK They will also be utilizing new vocabulary such as de facto, “Jim Crow”, segregation, and Executive Order. OK

**Closure:** Refer to Step 8-Homework and Exit Cards

**Assessment and Evaluation of Student Learning:** Refer to Step 8-Homework and Exit Cards. Assessment is based on class participation, group sharing, individual responses to prompts and questions, and the homework assignment. A break down of the homework grading is included in the assignments description, but in general terms, I am looking for clear and insightful reflection of the impact that EO 8802 had on African Americans. Not just in terms of wartime industries, but socially and demographically as well.